

# PSHE



Upper  
Key  
Stage 2  
**A**

**Vocabulary:**  
**Relationships:** actions, consequences, confidential(ity), compromise, stereotype, discrimination, bullying, difference, similarity, cyber bullying, trolling, prejudice, equality, permission  
**Wider World:** sustainable, rules, laws, anti-social behaviour, critical thinking, support, human rights, universal, voluntary groups, pressure groups, mislead, misrepresent  
**Health and Wellbeing:** media, reality, risk, tobacco, drugs, alcohol, allergy, substance, legal, illegal, restricted, medicine, vaccination, immunisation, lifestyle, balanced diet, exercise, informed choices, energy drinks, obesity, calories, nutrition

Values:

*Democracy*  
*Rule of Law*  
*Mutual respect*

September – positivity  
October – Friendship  
November – Peace  
December - Compassion

*Rule of law*  
*Mutual Respect*  
*Tolerance*

January – Respect  
February – Kindness  
March – Honesty  
April – Understanding and tolerance

What we want children to **know:**

Relationships – Term 1	
<ul style="list-style-type: none"> <li>Getting on with others</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that actions have consequences on others</li> <li>Learning to work collaboratively, including negotiating and compromising</li> <li>Giving feedback to support others</li> </ul>
<ul style="list-style-type: none"> <li>Understanding confidentiality and when to break confidence</li> </ul>	<ul style="list-style-type: none"> <li>Learning what confidentiality means and what things need to remain confidential (including online safety)</li> <li>Learning what things should not be kept secret and when it is appropriate to break confidentiality (including to protect themselves and others from dangerous situations)</li> </ul>
<ul style="list-style-type: none"> <li>Listening to others, raising concerns and challenges</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and responding to a wide range of people</li> <li>Feeling confident to raise their own questions and concerns</li> <li>Recognising and caring about other people's feelings, even when these people are very different to me</li> <li>Understanding and respecting another person's point of view</li> <li>Learning to constructively challenge another person's point of view</li> </ul>
<ul style="list-style-type: none"> <li>Understanding what makes people the same or different</li> <li>Recognising and challenging stereotypes, discrimination and bullying</li> </ul>	<ul style="list-style-type: none"> <li>To understand and celebrate the factors that constitute our identity family, culture, religion, ethnicity, age, gender, sexual orientation and (dis)ability</li> <li>Recognising and challenging stereotypes</li> <li>Understanding differences between sex, gender identity and sexual orientation</li> <li>Recognising the types and consequences of bullying, discrimination, teasing, prejudice based language and aggressive behaviour (including its effect on others)</li> <li>Recognising cyber bullying (including trolling, hate speech, prejudice based language) and how to respond and ask for help</li> </ul>

**Suggested start assessment activity: Role play bullying scenario and discuss**  
**Suggested end assessment activity: Repeat role play, showing how strategies have changed/developed and demonstrating new skills**

**Resources/useful websites:**  
**Diversity books in school**  
<https://www.elsa-support.co.uk/category/free-resources/>  
<https://www.teachwire.net/news/anti-bullying-week-resources>

Wider World – Term 2	
<ul style="list-style-type: none"> <li>Understanding how resources are allocated and how this affects individuals, the environment and communities</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that resources are shared and allocated in different ways around the world and in our communities</li> <li>Understanding that economic and resource choices affect individuals, communities and the sustainability of the environment across the world</li> </ul>

Key events:

Remembrance Day (11<sup>th</sup> November)  
Anti-bullying week  
Diwali  
Christmas

Ramadan  
Chinese New Year  
Shrove Tuesday  
Ash Wednesday  
St Patrick's Day  
St George's Day (23<sup>rd</sup> April)  
Safer Internet Day  
Mother's Day  
Good Friday  
Easter

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<p><i>Individual Liberty</i> <i>Mutual Respect</i></p> <p>May – Resilience June – Determination July - Imagination</p>	<ul style="list-style-type: none"> <li>Discuss and debate health and wellbeing issues.</li> </ul>	<ul style="list-style-type: none"> <li>Researching, discussing and debating topical issues, problems and events that are of concern to them and offering recommendations to the appropriate people</li> <li>To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</li> <li>To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)</li> <li>To learn what being part of a community means, and about the varied institutions that support communities locally and nationally. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</li> <li>To explore and critique how the media present information. To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you put forward to others</li> </ul>	<p>Queen's birthday World Mental Health week VE day Armed Forces day</p>
	<ul style="list-style-type: none"> <li>Discuss and debating rights, responsibilities, rules and laws</li> </ul>	<ul style="list-style-type: none"> <li>Pupils to learn why and how rules and laws that protect themselves and others are made and enforced; why different rules are needed in different situations and how to take part in making and changing rules</li> <li>To resolve differences by looking at alternatives, seeing and respecting others point of view, making decisions and explaining choices</li> <li>For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</li> <li>To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. To learn that these are universal rights are there to protect everyone and have primacy both over national law and family and community practises</li> </ul>	
	<ul style="list-style-type: none"> <li>Enterprise; what it means; developing skills in enterprise</li> <li>Role of money; managing money (saving and budgeting) what is meant by interest and loan (Year 5)</li> </ul>	<ul style="list-style-type: none"> <li>About where money comes from and what it is used for</li> <li>About spending and saving money (how to use money)</li> <li>About how to keep money safe</li> <li>About what is meant by 'interest' and 'loan'</li> <li>For pupils to learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</li> <li>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax'.</li> </ul>	
	<ul style="list-style-type: none"> <li>Understanding the importance of finance in people's lives; understanding how to manage money (Year 6)</li> </ul>	<ul style="list-style-type: none"> <li>Learning about the important role of money in their own and other people's lives</li> <li>Learning how to manage money and how to be a critical consumer (making critical decisions about how to spend your money)</li> <li>Understanding financial concepts including interest, loan, debt and tax</li> <li>Understanding the importance of managing money, including managing loans and debts</li> <li>Understanding that people pay tax in order to contribute to society and fund important social institutions</li> </ul>	
	<ul style="list-style-type: none"> <li>Understanding how to set up an enterprise (Year 6)</li> </ul>	<ul style="list-style-type: none"> <li>Understanding what is meant by enterprise and begin to develop enterprise skills</li> <li>Understanding what it takes to set up an enterprise</li> <li>Learning about what enterprise means for work and society</li> </ul>	
<p><b>Suggested start assessment activity: What makes us healthy? Sort and rate cards from most important to least important. E.g. healthy diet, exercise, friendships, money, safe online, first aid skills</b></p> <p><b>Suggested end assessment activity: Repeat activity and discuss any changes to their order based on new learning</b></p> <p>Resources/useful websites: NHS choice <a href="https://www.nrdc.org/get-involved">https://www.nrdc.org/get-involved</a> <a href="https://www.educationquizzes.com/ks2/citizenship/rules-and-laws/">https://www.educationquizzes.com/ks2/citizenship/rules-and-laws/</a></p>			

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<https://www.youngcitizens.org/pages/category/free-teaching-resources>

Health and Wellbeing – Term 3	
<ul style="list-style-type: none"> <li>Strategies for managing personal safety in the local environment; online safety; including sharing images; mobile phone safety</li> <li>Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); committed; loving relationships; marriage. Acceptable and unacceptable physical touch; personal boundaries and the right to privacy (permission seeking)</li> </ul>	<ul style="list-style-type: none"> <li>Images in the media and reality; how this can affect how people feel; risks and effects of drugs</li> <li>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves (self-esteem)</li> <li>To learn which, why and how, commonly available substances (including alcohol, tobacco and energy drinks) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give others</li> </ul>
<ul style="list-style-type: none"> <li>What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; different influence on food; skills to make choices</li> </ul>	<ul style="list-style-type: none"> <li>To understand what positively and negatively affects their physical, mental and emotional health. To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of 'balanced lifestyle'.</li> <li>To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</li> </ul>
<ul style="list-style-type: none"> <li>Understanding the changes associated with puberty, human reproduction and the roles of parents.</li> <li>Managing complex feelings associated with change in order to cope</li> </ul>	<ul style="list-style-type: none"> <li>Learning about change and the changes associated with puberty as well as other transitions in life, such as loss, moving schools, separation and divorce</li> <li>Understanding the physical changes associated with approaching and going through puberty</li> <li>Understanding the mental and emotional changes associated with change and growing up</li> <li>Developing an understanding of a wider range of feelings and developing vocabulary to describe the range and intensity of feelings</li> <li>Understanding that some situations may create conflicting emotions and developing strategies to talk about, listen to and overcome these feelings.</li> </ul> <p><b>Year 6: Assess cohort and cohort needs in this area</b></p> <ul style="list-style-type: none"> <li>Understanding the role of human reproduction in the human lifecycle, including how a baby is made and how it grows</li> <li>Understanding the role and responsibilities of parents and carers</li> <li><b><i>Understanding that pregnancy can be prevented</i></b></li> </ul>

**Suggested start assessment activity: Quiz to assess prior knowledge**  
**Suggested end assessment activity: Ask children to create their own quiz for a peer**

Resources/useful websites:  
<https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s>  
<https://www.childnet.com/resources/online-safety-and-computing/ks2>  
<https://www.elsa-support.co.uk/category/free-resources/>  
<https://natterhub.com/>  
<https://www.mentallyhealthyschools.org.uk/>  
 Childline  
 Thinkuknow  
 UK Safer Internet Centre  
 Young Minds